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*The Teaching of German  
in Secondary Schools*

BY

**E. PROKOSCH**

Professor of Germanic Languages



Published by the University six times a month and entered as  
second class matter at the postoffice at

AUSTIN, TEXAS

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**The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.**

**Sam Houston.**

**Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.**

**Mirabeau B. Lamar.**



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## INTRODUCTORY

This booklet does not claim to be a complete guide for the teaching of foreign languages in secondary schools under all sorts of different requirements and circumstances. Its scope is limited to those average conditions under which a teacher of German in a Texas high school must be assumed to work. The essential features of such conditions are these: A class of some fifteen or twenty pupils, most of whom had not had any German before entering high school; the necessity to develop, in a three years' course, a reliable reading knowledge and, possibly, the first rudiments of a speaking knowledge; some slight acquaintance with the general principles of English grammar is anticipated on the part of the students; on the part of the teacher, a good pronunciation, familiarity with elementary German grammar, a fair reading knowledge and a mere suggestion of speaking knowledge are assumed. Conditions like these are found in the great majority of our high schools, and if the directions given in this booklet are to be of any practical value, they must conform with them.

It is admitted, of course, that conditions differing from these are not infrequent. Classes may be much larger or smaller than assumed; in German communities, a majority of pupils may possess a satisfactory speaking knowledge on entering high school; some teachers do not even claim to be sufficiently grounded in elementary grammar, while others speak, read and write the language almost perfectly. Besides, certain practical considerations make it appear necessary in some localities to lay more stress on the acquisition of some colloquial readiness than on reading knowledge; while this is more apt to be the case with Spanish in the State of Texas, it may now and then be true of German.

Within the narrow compass of this booklet, however, such exceptional conditions cannot be considered. A teacher of average ability should be able to adapt the plan outlined in these pages in an appropriate way. The report of the committee which was appointed by the State Teachers' Association for the investigation of modern language teaching in our secondary schools will attempt to give practical suggestions for such anomalous cases.

## I. METHODS IN GENERAL

1. AIMS. Under the conditions prevailing in most of our secondary schools, reading knowledge or colloquial mastery of the language are doubtlessly the two chief purposes of modern foreign language instruction, but the disciplinary value of foreign language study is also a matter of importance, especially with reference to general grammatical training and a more intelligent appreciation of English style. Since the methods to be employed depend to some extent upon the principal aim in view, the predominance of any one of the ends mentioned above must naturally, under given conditions, greatly influence the selection of the means, i. e., the method. Nevertheless, whatever the aim, one important principle underlies all sound and rational methods, namely the principle that a language is a set of habits in the selection and use of certain symbols (sounds, words and sentences), and that it must be acquired as such. The formation of this new set of habits, termed by the Germans *Sprachgefühl*, must, therefore, be the first consideration and immediate object in foreign language teaching, whatever the more remote goal may be.

From this it follows that at least during the first high school year there need not be any great diversity in the principles of teaching, though some teachers may from the outset lay more stress than others on colloquial speech, on reading, or on grammatical drill. At a later stage, these differences may become even more marked, and, within certain limits, different methods may possess distinct advantages.

According to the ends and means of instruction, all methods of teaching foreign languages may be classed as three more or less distinct types: The grammar and translation method, the direct method, and the "natural" methods.

2. THE GRAMMAR AND TRANSLATION METHOD, as its name implies, lays the principal stress on the acquisition of a clear feeling for grammatical analysis, thorough training in the grammatical structure of the foreign language, and readiness in fluent and good translation from the foreign language into

the mother tongue and vice versa. This method, which has been in use for centuries in the teaching of classical languages, possesses distinct value as regards mental discipline and formal development, but it never produces anything like a command of the language studied, within the time at disposal in our secondary schools. For this reason, if for no other, this method should not occupy the first place in the teaching of modern foreign languages.

3. THE DIRECT METHOD, in Germany usually called *Reformmethode*, aims primarily at reading knowledge, but incidentally supplies the most satisfactory foundation for a speaking knowledge. It recognizes the necessity of a thorough training in grammar, and emphasizes the fact that any degree of mastery of a foreign language must start from the mastery of its sounds; therefore, its work is based on a perfect pronunciation. It avoids the use of the mother tongue, teaches grammar inductively and systematically, and forms a vocabulary on the basis of connected texts instead of isolated words or sentences. This method is the outcome of decades of patient work on the part of European educators, especially Germans, and represents the mature and thoroughly tested results of ripe experience and psychological investigation. The *Frankfurter Reformplan* may be considered the standard of the direct method, but it appears necessary to modify it in order to adapt it to the needs of American schools and teachers.

4. "NATURAL" METHODS. There are a number of so-called methods, sometimes grouped under the vague name "natural," and sometimes even incorrectly referred to as "direct," which aim primarily at the achievement of a speaking knowledge, or, rather, at acquiring facility in the use of words and phrases for definite conversational purposes. To this aim, these colloquial methods subordinate, and often sacrifice, both reading and grammatical training, and they seldom recognize the value of accuracy and system. It may be granted that, by concentration on a limited vocabulary and constant practice of well selected phrases, some of them seem to attain brilliant results within a comparatively short time. However, experience has shown conclusively that the unmodified and exclusive use of purely colloquial methods tends to hinder, rather than to help



the later formation of a thorough, extensive, and intelligent reading knowledge. This fact limits their legitimate use to conditions where the first elements of a colloquial knowledge of the foreign language constitute the one purpose for its study. Obviously, such conditions are exceptional in our high schools. It is, therefore, wiser to lay the foundation for a speaking knowledge in a more comprehensive manner, forming a vocabulary gradually, on the basis of the general work, and assigning purely colloquial exercises to their proper place as special work at a later time.

## II. GENERAL PRINCIPLES OF THE DIRECT METHOD

5. THE MOTHER TONGUE AND THE FOREIGN LANGUAGE. As indicated above, the term *Sprachgefühl* denotes a set of habits. Sentences in different languages do not correspond word for word; they merely express the same, or nearly the same, thought. Thus, to learn a new language really involves acquiring a new set of habits, and the individual who can express his thought in some other language besides his mother tongue, or who understands the expression of thought in a foreign language, possesses two sets of habits, i. e., two distinct types of *Sprachgefühl*. "*So viele Sprachen' einer spricht, so vielfach its er Mensch.*" Since the formation of new habits is rendered difficult by the constant interference of old habits, the pupil's mother tongue is an obstacle to his acquiring *Sprachgefühl* for a foreign tongue, especially at the very beginning of instruction; for a habit has the best chance of becoming strong and lasting if its beginning has been marked by concentrated, uniform attention. The foreign language should, therefore, be the language of the class room, and the use of the mother tongue must generally be avoided.

6. PRONUNCIATION. All language is ultimately a phonetic structure, the written or printed word being merely a more or less imperfect symbol of speech sounds. From the very beginning of instruction, teacher and learner should devote constant care to establishing firm habits of correct and ready pronunciation. The new material (sounds, words, phrases and sentences) must be presented orally, and by means of well-directed, systematic practice, all hesitation and indecision must be overcome. This is absolutely necessary because, as reading knowledge progresses, the printed symbol of each word must evoke a clear and well defined sound image; no real knowledge of any kind will be gained as long as the pronunciation of the sounds is attended with difficulty. *Fluency* of pronunciation is, therefore, the first aim of instruction; it is quite as important as *correctness* of pronunciation, and must go hand in hand with it. Without fluency, there is no definiteness of a sound image,

while a correct pronunciation is, ultimately, the unavoidable condition of perfect understanding.

7. **INDUCTIVE TEACHING OF GRAMMAR.** The direct method assigns an important place to grammar taught inductively. The rules, which must be comprehensive, clear, and few in number, *follow* the example instead of preceding it. They are based on illustrative (reading) material, and as far as possible, the student is led to infer them from the examples before him. These examples, in the form of connected texts, must be numerous and should be repeated systematically. Since the grammatical training accompanied the reading, it is necessarily graded and selective, no effort being made to exhaust one topic before proceeding to another. The grammatical analysis thus becomes an aid toward the intelligent understanding and use of the language. It is a means, not an end.

8. **MATERIAL FOR EARLY STAGES OF THE WORK.** There are two ways to understand a foreign language without translation, i. e., without the help of the mother tongue: concrete illustration by means of object teaching, and conclusions from the general context of the reading material. Obviously, the second way is open only after the pupil has mastered a rudimentary vocabulary in the first way; for it is impossible to understand anything from the context, if *all* words are unknown. Therefore, the instruction will begin with object lessons, since only in this way it is possible to avoid the use of the mother tongue. However, the text-book should contain suitable reading material as a basis for such oral work, and this material must become the starting point for the formation of a vocabulary. Later reading must be in the form of connected texts, and should afford a gradual increase of a simple working vocabulary as a good, safe foundation for later reading as well as speaking. Here the question arises, whether this vocabulary should be avowedly that of the simpler forms of the written (literary) language (with the exception of a limited number of colloquial sentences used orally in the conduct of the class work), leaving the mastery of colloquial idioms on a broader scale to definite work at a later stage, or whether, from the outset, the vocabulary should lean definitely toward the spoken language. The answer may differ considerably in the

case of different languages and different schools, as it depends to an extent on the viewpoint adopted in modifying the direct method to meet varied circumstances and conditions. As far as German instruction in Texas high schools is concerned, the introductory remarks of this booklet give the preference to the first alternative.

9. CONCLUSION. The direct method deserves the serious consideration of all modern language teachers who intend to do their duty conscientiously. They should acquaint themselves with its distinct advantages and, if necessary, adapt it to their special needs, but a note of warning must be sounded against two dangers: First, against the use of haphazard and unsystematic conversation methods; they have no place in the class room, they produce no definite results, and they must never be mistaken for pedagogically sound adaptations and modifications of the direct method. Second, the teacher is earnestly warned from all attempt at so-called "eclectic" methods, as certain productions of pedagogical inconsistency are euphemistically termed. "Method" demands first of all that the teacher must have a definite purpose at a definite time. To try to attain several ends at a time by a combination of methods indicates a regrettable lack of mental discipline on the part of the teacher. Good results of different kinds are possible with the grammar method, the direct method, and the best exponents of the natural method—but not through any combination of several of them.

### III. PRONUNCIATION

10. IMITATION AND PHONETICS. A correct pronunciation must be taught well from the outset, or it will not be acquired at all. To attain a correct pronunciation by imitation alone, is exceeding difficult—in fact, for all but the most gifted students it is practically impossible. Therefore, new speech sounds must be taught by explaining, in a simple way, their formation, i. e., by means of phonetic principles. An elementary knowledge of phonetics is indispensable to the modern language teacher—at least such help as may be gained from such easy introduction as Vietor, *Die Aussprache des Schriftdeutschen*, Michaelis, *Abriss der deutschen Lautkunde*, or Prokosch, *The Sounds and History of the German Language* (Group B in the bibliography).

11. FUNDAMENTAL PRINCIPLES. The first week should be devoted to pronunciation exclusively, though this may in part be done in connection with object teaching. The first task must be to create and foster those habits of pronunciation that constitute the organic basis of German speech. They can be condensed in four principles which must be practiced thoroughly, viz.:

(1) The "Vowel Triangle." German vowels differ from each other much more distinctly both as to quality and quantity than English vowels; as to vowel *quantity*, emphasize the principle; German long vowels are *very* long, German short vowels are *very* short. For vowel *quality*, the vowel triangle must be practiced frequently, i. e., the students must understand that the points of articulation of the vowels (the points of highest tongue elevation) follow the lines of a triangle, and they must frequently pronounce them in this arrangement, following the direction of the arrows:



Both long and short vowels must be practiced in this way.

(2) The Dentals. German *t*, *d*, *n*, *l*, *r* are practically real



"dentals," i. e., in their formation the tongue touches the upper teeth (or the gums directly above them), while the corresponding American-English sounds are pronounced much farther back. Constantly insist on the principle "*Zunge an die Zähne.*" It is extremely efficient, changing, within a short time, the whole phonetic attitude of a class by overcoming a certain lethargy of pronunciation.

(3) Lip Rounding. Practice the energetic rounding (pouting) of the lips with German *u* and *o*. Then, practice the rounded front vowels, *ü* and *ö*, by instructing the pupils to round their lips and *then* to pronounce *i* and *e*.

(4) The *ch*-sounds. Several ways are suggested to teach these sounds. The best way, based most distinctly on phonetic principles, is this: compare such pairs of voiced and voiceless spirants (it is not necessary to mention the terms) as *v* - *f*, *z* - *s*, *j* - *ch* (*ich*). Have the pupils intensify the sound of *y* in *year* and pronounce the corresponding voiceless sound, i. e., the *ich*-sound. Or, intensify the spirant pronounced by many speakers in such words as *hue*, *humor*, *Hewett*, etc. Some grammars suggest a very bad way, which should be warned against: Whispering words like *key* or *cure* can never lead to a correct pronunciation of the *ich*-sound; the most elementary knowledge of phonetics should make this clear. The *ach*-sound is to be taught by emphasizing the fact that the *ich*-sound is simply a narrowed, voiceless *i*, while the *ach*-sound is a narrowed, voiceless *u*: Pronounce *i*, whisper it, and raise the tongue, and you will get the *ich*-sound; pronounce *u*, whisper it, and raise the tongue, and you will get the *ach*-sound.

These four principles go very far toward constituting the German basis of articulation. Devote the first period exclusively to principle (1), with such instances (isolated words) as you may find in the introduction to your grammar. The second, third, and fourth periods should be given to principles (2), (3) (4) respectively; a simple start of object teaching may be made as soon as principle (2) is taken up. Names of objects in the room that do not contain the sounds *ü*, *ö*, *ch* may be used in sentences such as: *Das ist ein Zimmer. Der Boden ist unten, die Decke ist oben. Die Fenster sind an der Seite. Die Tafel ist vorn*, etc.

The German Department of the University of Texas has published a special pamphlet containing suitable exercises for these recitations (see Group B in bibliography); while they are given in phonetic transcription, they will prove to be helpful suggestions also to those teachers who do not wish to use phonetic spelling.

**12. PHONETIC SCRIPT.** German possesses very few difficult sounds. If the teacher has at least a slight knowledge of phonetics, the teaching of *ü*, *ö*, *ch* is a matter of a few minutes. The only sound that is likely to cause serious difficulty is trilled *r*, but fortunately, it is not necessary to insist upon it. The only thing essential in the pronunciation of *r* is that it be pronounced nearly as a pure dental, i. e., not much farther back than the upper teeth. (Uvular *r* should not be taught at all in American schools.) German spelling presents a much greater obstacle to correct pronunciation than does any inherent difficulty of German sounds. By actual count the number of mistakes in pronunciation due to German spelling (or rather, its interpretation from the point of view of the English sound values of letters) is **many** times greater than that due to the difficulty of sounds. Nothing but constant watchfulness and unrelenting strictness can guard against such common mispronunciations as the substitution of English sound values for German *v*, *w*, *z*, *ei*, (*ie*), *a*, *u*, final *b*, *d*, *g*, etc.,—if common spelling is used from the outset.

The only safe protection against this class of mistakes is the use of phonetic transcription. The majority of thoughtful modern language teachers in European countries are strongly advocating it, and the German Department of the University of Texas has used it very successfully. Teachers whose phonetic training enables them to make use of this valuable device should apply to the German Department for the pamphlet above mentioned.

Accent and intonation can hardly be learned in any other way than by imitation; neither rules nor phonetic spelling are of any great value in this direction.

**13. LATER PRACTICE.** After the first week, the practice of pronunciation must be continued *systematically*, and not by haphazard correction of mistakes. The first few minutes of every

single recitation thruout the first year and, if necessary, a part of the second year, should be devoted to pronunciation exercises. This should be done in such a way that first the teacher and then the class, pronounce sounds or words, illustrating one definite principle for each recitation, such as: the vowel triangle, the fronting of dentals, the lip rounding, the *ch*-sounds, the quantity contrasts of vowels, the distinctness of inflectional endings, final *b*, *d*, *g*, etc. More detailed suggestions are contained in the phonetic pamphlet referred to. Such starting exercises—comparable to gymnastic drill—are well adapted for obtaining the correct attitude of articulation at the beginning of each period. Correct intonation should be cultivated by reading each new text, when assigned, in this way. The teacher reads each sentence fluently, and with strong intonation; each sentence is repeated by an individual student (following the rows of desks) under the specific instruction to concentrate his attention on the imitation of intonation, regardless of minor slips.—Whenever any particular type of mistakes appears frequently, oppose it by directing single students or the whole class to read a paragraph or two with their attention centered on that particular point.—If students mumble instead of speaking interrupt them by the command: *Zunge an die Zähne!*

Above all, however, fluency of pronunciation must be insisted upon to the utmost. It is better that a student pronounce a sentence fluently, tho with some mistakes, than if he pronounces it correctly, but hesitatingly and painfully putting the words together. Of course, it is absolutely necessary that the teacher himself is able to pronounce each sentence fluently and with correct intonation. If he cannot do it, he must learn it, regardless of his possession or lack of speaking knowledge.

At the beginning of the second year, a brief review of the principles of pronunciation will be found necessary, and a certain amount of systematic practice similar to that suggested for the first year will be needed with most classes, but specific directions are impossible. Everything depends on the instruction of the first year.

#### IV. SPEAKING

14. THE FIRST WEEKS. As has been stated above, reading, and not speaking, must form the center of German instruction in the great majority of our secondary schools, but this does not preclude the fact that speaking is a necessary means for the attainment of *Sprachgefühl* and, therefore, also of reading knowledge. The following ways of speaking in class are recommended: Object teaching (11)—German answers to German questions based upon the texts read (19)—inductive grammar instruction (21).

The first six or eight weeks had best be devoted to object teaching exclusively. Many German grammars published in recent years comply with this principle, the reasons for which have been stated in section 8. If you happen to have a grammar that cannot easily be used for object teaching during the first weeks, rather teach without a text-book (substituting blackboard writing, dictation and mimeographed sheets) until (say, by November 1) a simple vocabulary referring to things and actions in the class room has been acquired. Restrict the grammar work for these six weeks to the article, the regular present tense and the most important prepositions. You will find an abundance of material for such work in most modern grammars.

15. SPEAKING AND READING. After the time stated, however, speaking should be a constant adjunct of reading. As will be explained in the chapter on reading, four kinds of "speaking" should appear in connection with reading:

(1) The conversational development of each new text. This requires but little independent, active work on the part of the students since their answers are not much more than repetitions of what the teacher said just before. Compare section 19, 1.

(2) German answers to German questions read from the text book (19, 2). Concentrate your corrections and your help on details of pronunciation, insisting especially on a clear, forceful articulation of grammatical terminations; this is the most important help toward attaining the grammatical factor of *Sprachgefühl*.

(3) Independent answers to questions on the text, with the books closed (19, 3). Insist on fluency of speech and clear pronunciation, but pay somewhat less attention to details of pronunciation. Lay stress on correct word order, grammatical forms and readiness of reply.

(4) Coherent reproduction of connected texts (19, 4). Do not correct at all. This practice should cultivate exclusively fluency of utterance and a feeling of self-reliance. You need not fear that mistakes against pronunciation or grammar made in such fluent reproduction will inculcate bad habits. The other two or three kinds of speaking practice will sufficiently militate against them. Encourage students as much as possible to reproduce freely, i. e., to use their own words in telling the story.

**16. THE USE OF ENGLISH.** While such speaking in connection with reading should form by far the greater part of all practice in speaking, a certain measure of a freer use of spoken German should consist in the inductive teaching of grammatical principles as explained in section 21. Besides, the most common phrases pertaining to the conduct of instruction, such as opening and closing the books, reading, repeating, writing, etc., should be given in German consistently. This must be done in order to avoid any confusing changes from German to English articulation and vice versa.

As to the amount of spoken English, the following principle is recommended. The phonetic explanations of pronunciation at the very beginning of instruction should be given in English chiefly or exclusively. It goes without saying that these explanations should be as simple as possible. Hardly any phonetic terms are necessary; perhaps the convenient terms "voiced" and "voiceless," "stop" and "spirant" might be explained and used since the mastery of these facts will help in the acquisition of the *ch*-sounds.—At least from the second week on, i. e., after the general principles of pronunciation have been taught, all English sentences that seem indispensable should be given at the beginning or at the end of each recitation. E. g., it is perfectly justified for the teacher to make an English remark now and then on some written work or other assignment at the beginning of the period, and to close the period by some recapitulation in English of new grammatical material, or by preparing a new text in Eng-



lish, if the time for preparation in German is lacking. Conditions like these will be treated in the chapters on grammar and reading. But the major part of each recitation, i. e., all but now and then the first or last three or four minutes should be conducted in German exclusively as far as connected sentences are concerned. As will be explained later, an isolated English word now and then does not do any harm, but is often preferable to a lengthy and difficult explanation in German.

17. COLLOQUIAL GERMAN. We warn teachers against the indiscriminate use of colloquial phrases. To burden the pupil's memory with a large number of words and phrases pertaining to wind and weather, house and meals, garden and clothing, travels and plays, etc., is of little value for the development of his reading knowledge and, therefore, out of place in our high schools. A few phrases like *Guten Morgen*, *guten Tag*, and the like, will, of course, not do any harm, but the teacher should practice wise moderation concerning them, and should never forget that the student should first of all learn and practice the vocabulary offered in the lessons of the text book; colloquialisms from daily life are more of a hindrance than a help in this respect.—If time and circumstances permit, a special class in colloquial German may be formed during the third (or fourth) year, or one period (or half a period) may be devoted to colloquial practice after the second year. This is especially advisable in communities with a numerous German speaking population, but for the majority of our high schools it is hardly advisable.—Many experienced teachers consider the use of German songs, plays and games, and the formation of a German club very advantageous. The writer has no personal experience in this direction, but he believes that teachers will find valuable advice on these points in Philip S. Allen's booklet "Hints on the Teaching of German Conversation" (Ginn & Company).

## V. READING

**18. TRANSLATION.** Reading is by far the most important part of German instruction in secondary schools as well as in colleges. Pronunciation, speaking, reading and grammar are only means for the speedy attainment of a reliable reading knowledge. Two factors of great importance in connection with reading are: Scrupulous avoidance of all translation from or into English at least during the first and most of the second year, and the early use of connected reading material instead of isolated texts.

Translation is by no means a harmless pastime. During that part of German instruction which should be devoted to the development of *Sprachgefühl*, viz., the first and part of the second year, it is a decided obstacle against the attainment of that end—not to mention the fact that every minute devoted to the speaking of German instead of English is a distinct gain for German instruction. The detailed reasons for this statement have been given in an article by Mr. Münzinger in the spring number of the foreign language bulletin for 1914. We cannot warn teachers too emphatically against making the great mistake of introducing translation much before the end of the second year. An understanding of the text should be secured (a) by German explanations and object teaching, (b) by an occasional use of isolated English equivalents of those German words the explanation of which would take too much time if given in German, as far as necessary, (c) by the students' use *in home work* of the German-English vocabulary contained in practically all elementary textbooks, (d) by German questions and answers. While a conscientious teacher will, of course, try to ascertain as carefully as possible that the students understand every sentence that is read and spoken, one should not overrate the danger of an occasional misunderstanding. Does it not occur very frequently, even in English reading, that a child misunderstands a sentence in his own mother tongue without seriously endangering his proficiency in English?

**19. ARRANGEMENT OF WORK.** With the average con-

nected (i. e., in most cases, narrative) text of a modern elementary text book the work in reading should proceed as follows:

(1) During the last fifteen or twenty minutes of a recitation the teacher should prepare a new text (from ten or thirty lines) with the books closed. If at all feasible, i. e., if the text is not very difficult, this should be done in German, the teacher telling the story in the simplest way possible, and with sufficient acting, black-board drawing and isolated English words (though the latter should be used very sparingly) to assure an understanding. New grammatical points should, in general, not be explained yet. On this question, compare section 21. Assignment: Read such and such a text, or such and such a portion of the text. There must be enough time left at the end of the recitation that the text can be read by teacher and class, sentence by sentence, as suggested in section 13. The pupils must understand that the assignment "reading" holds them responsible for the following things: fluent and correct reading of the text, understanding of the meaning (where absolutely necessary, to be ascertained with the help of the German-English vocabulary), plurals of nouns and principal parts of verbs (from the time on when these chapters have been studied in grammar). The "preparation" by the teacher has not so much the purpose of lightening the pupils' task, as the development of the right attitude toward reading on their part: they must learn to find it easier and more natural to understand a new text from its general context than by looking up dozens of words in the vocabulary; this attitude is developed by making them acquainted, beforehand, with the contents and the most important words of the text. If lack of time or special difficulty of a new text make its preparation in German seem unpracticable, the contents may, as a matter of exception, be stated in English, and the most difficult passages explained in English, but not translated, with the exception of occasional idiomatic phrases.

(2) The next day, the text is to be read in class. In every case the teacher should read *at least* four or five lines himself, and individual students should read the same passage and the rest of the assigned text. Fluent reading must be insisted upon. It is not asking too much to require the pupils to read the text

five or ten times at home in order to prepare it. There can be no valid excuse for poor reading, and a class that reads poorly need not be investigated any further. Poor reading means poor teaching.

After each passage the teacher asks simple questions in German which are to be answered in German, the students being allowed to read the answers from the open text-book. Suggestions as to correction have been made above (13) and (15, 2). Many recent books contain lists of suitable German questions. If this is the case with the book that you are using, suggest to the students to use these questions at home to test their ability in answering. It is nearly indifferent whether the teacher prefers to use these printed questions in class, or to form his own questions, but if he possesses a sufficient speaking knowledge, the latter plan is preferable for obvious, though not important, reasons. If the text-book does not contain any printed questions, even an experienced teacher should prepare his questions at home instead of trusting to the happy thought of the moment.

Do not waste time; aside from the mere saving of time, the fact must be considered that slow questioning and slow answering are fatal to the development of a real grasp of the language. Even an approximate estimate is difficult, but it is certainly not saying too much that there should be not less than two questions and two answers a minute, on the average, which, of course, does not take account of corrections and repetitions that may be necessary. In the case of poor answers, and for the sake of a general practice in the form of questioning, it is frequently advisable to have students repeat the question.

The questions must be brief and clear, and the answers must be in complete sentences, and to the point. If a sentence in the text-book reads: *In einer Nacht stahlen Diebe einem Landmann sein Pferd aus dem Stalle*, your questions should be: *Wer stahl das Pferd?.. Wann stahlen sie es? Wem stahlen sie es? Wo stahlen sie das Pferd?*, and the answers: *Diebe stahlen es. Sie stahlen es in einer Nacht. Sie stahlen es einem Landmann. Sie stahlen es aus dem Stalle.*

The assignment should consist in a thorough practice of the same text or part of the text.

(3) The result of this home practice (consisting in repeated

reading of the text and tests by means of the printed questions, if the book contains any) is tested during the next recitation by asking questions similar to those of the preceding recitation, with the books closed, however. Frequently it will be found to be a good plan to have certain students ask questions, and others answer them. At the same time a moderate amount of grammatical practice, as explained in section 26, is required. The assignment should be: Study the text, i. e., read it repeatedly until you are able to reproduce it freely in connected form.

(4) In the next recitation pupils are asked to recite the text (or a part of a longer text) that had been read two days ago. This reproduction must proceed as fluently and connectedly as possible. The preparation need not consist in actually memorizing the text, although the slower pupils may have to resort to this for some time. In fact, the teacher should encourage the use of the pupil's own words more and more. While the preceding practice leads to a thorough mastery of the words and forms (the vocabulary and grammar) of the new text, free reproduction aims at fluent, coherent speech rather than at perfect correctness. For this reason, the teacher should neither interrupt the pupil by corrections, nor even correct him **afterwards**, since interruptions and corrections tend to diminish rather than develop the student's self-reliance. The preceding kinds of practice ought to be sufficient to train the student, gradually, in the correct use of forms. All texts must be frequently reviewed, and the students should be directed to read the texts studied over and over again to detect their own mistakes. It is advisable to grade the students' work in free reproduction according to fluency and correctness, and to let them know that they are being graded.

The extent to which written work is to be connected with the work in reading is stated in chapter VII.

**20. INTERMEDIATE AND ADVANCED READING.** The four stages described above are not a haphazard rehash of the same text, but they serve four distinct pedagogical purposes. The "preparation" develops such an attitude towards language study on the part of the pupil that he will try to understand a new text from the context rather than by means of fingering the vocabulary. "Reading" assures his correct



understanding of each sentence, tests his fluency in reading and explains and practices the grammatical forms. "Practice" compels the student to reread and master the text to a certain degree of thoroughness and continues the grammatical exercises. "Free reproduction" develops self-reliance and fluency. In principle, these four stages are necessary not only in the first year, but in the following years as well. However, the "preparation" in the sense in which the word was used heretofore should be omitted as soon as the teacher feels that his students may be trusted to consult their own intellect before turning to the vocabulary. In general it should be dispensed with at least from the middle of the second year on—in the case of easy texts, even before that time. Furthermore, during the third and fourth years practice and reproduction can be merged into one exercise in such a way that the questions become more and more comprehensive, so that, in the case of easy passages at least, the answers practically represent free reproduction of whole paragraphs. Reading, however, must remain the chief element of instruction, fluent reading and interpretation in German continually being insisted upon. Accordingly, the average reading lesson during the third and fourth years should consist of these parts: A rapid review of the passage read the day before, with the books closed, conducted by means of comprehensive questions prepared by the teacher beforehand; reading in the usual way, with the exception that here, too, the questions become broader in scope, and grammatical explanations occur only in the case of special difficulties; and a preparation of the next lesson which is restricted to those actual difficulties of style, grammar and pronunciation that are not explained in the notes of the text; in most cases, such preparation will not be necessary. Not more than about five or, at the utmost, ten, minutes should be devoted to the review.

## VI. GRAMMAR

21. INDUCTIVE TEACHING. The value of instruction in theoretical grammar, in the interest of so-called formal education, is a mooted question, but however great or small it may be, it must be admitted that theoretical grammar study is practically worthless for the acquisition of a practical working knowledge in a foreign language. Besides, our whole school system is so little adapted to the ideal of formal education that the short time allotted to modern language study cannot possibly be of any great importance in that direction. Whether we like it or not, it is our undeniable duty to teach the German language as such, and not as a subordinate element of formal education, and, therefore, it is self-evident that it is our duty not to teach the language for the sake of grammar, but grammar for the sake of the language. This means that a mere theoretical knowledge of grammatical forms and rules is irrelevant; the aim that we must strive for is the students' ability to use them correctly in reading, speaking, and writing. This makes it necessary that they be trained to observe the actual facts of the language, and to draw applicable conclusions from them. In other words, our grammar study must be *inductive*. We must present suitable sentences to the students in illustrations of grammatical facts, and assist them by appropriate questions in recognizing, stating, and using those facts.

22. CHARACTER OF GRAMMATICAL MATERIAL. The grammatical facts of a language are of a two-fold nature. Certain groups of facts represent general principles, for instance, in German, the formation of the compound tenses, or of the passive voice. Others consist of detailed elements, such as the plurals of nouns, the principal parts of strong verbs, and the like. While it is not possible to draw a sharp line between these two kinds of material, the fundamental principles of instruction, nevertheless, differ considerably. General grammatical principles must be taught inductively in the strictest sense of the word, i. e., by presenting these new facts in sentences in sufficient number to enable the students to evolve the "rule" embodied in them.

In most cases, a short object lesson before the preparation of a new text is the most practical means to that end, but frequently sufficient material is contained in the printed text. In the latter case, the principle may be evolved either before or during the reading lesson. Detailed elements, on the other hand, are to be taught by observation in the printed or spoken lessons, grouping them according to definite principles and, above all, by constant practice of forms.

23. GENERAL PRINCIPLES are found chiefly in the following chapters of German grammar:

(a) The declension of the pronominal adjectives (*dieser*-words and *mein*-words), which is to be taught by pointing out the identity of the endings of these words with those of the articles.

(b) The declension of adjectives, which, although in reality very easy, is often made unnecessarily difficult. The teacher should not lay stress on three complete paradigms (strong, mixed, and weak declension), but he should stress the principle that the strong (distinctive) endings are added to the adjective unless they are contained in the preceding word. The practice should consist in adding adjectives to nouns in the texts, rather than in writing and reciting endless paradigms.

(c) The formation of the compound tenses. A brief object lesson, as shown in chapter X, should precede the preparation of the first text containing the perfect and pluperfect tenses. The pupil must not only know, but *feel* the principle underlying the selection of the correct, auxiliary (*haben* or *sein*), and whenever mistakes occur in the future, the teacher should not correct them by words, but rather symbolize the idea of motion in some way, e. g., by a swift movement with the hand, or by drawing an arrow to the blackboard. It is pedagogically wrong to expect the student to learn either of the two auxiliaries in connection with the principal parts of the verb (e. g., *kommen*, *kam*, *bin gekommen*, instead of *kommen*, *kam*, *gekommen*.)

(d) The formation of the passive voice is also to be evolved by means of an object lesson which illustrates actions alternately from the point of view of agent and object, such as opening and

closing doors or windows, sharpening pencils, tearing a sheet of paper, etc. Compare chapter X.

(e) The subjunctive is one of the easiest parts of German grammar, but in nearly all text-books it is needlessly complicated by the invention of phantastic paradigms which are linguistically incorrect, and pedagogically difficult to the point of impossibility. The teacher should remember that the subjunctive has only *four* tenses to the six tenses of the indicative, since it does not express the differences between the three kinds of past tenses. It is advisable to take up first those forms of the subjunctive that are used in statements contrary to fact, as shown in the corresponding model lesson in chapter X. Only after a thorough practice of these forms (the forms of the conditional subjunctive), the indirect discourse is taken up with the simple statement that each indicative of the direct discourse is to be replaced by the subjunctive form of the same tense. Soon after that it may be mentioned that for the third singular another form, namely the "infinitive without-*n*" may be used, in fact, that it is preferable in good literary style. Forms like *du sehest*, *du tragest*, *ich dürfe*, *du dürfest* are not mentioned until they happen to occur in reading. The actual correspondence of the forms of the indicative and subjunctive is this:

Subjunctive		Indicative	
Pres.	<i>er ist</i>	Pres.	<i>er wäre</i>
Pret.	<i>er war</i>	} Past	<i>er wäre gewesen</i>
Perf.	<i>er ist gewesen</i>		
Plup.	<i>er war gewesen</i>		
Fut.	<i>er wird sein</i>	Fut.	<i>er würde sein</i>
Fut. II	<i>er wird gewesen sein</i>	Fut. II	<i>er würde gewesen sein</i> *

The forms *sei*, *sei gewesen*, *werde sein*, as suggested above, are to be introduced after the principle of the indirect discourse has been understood, and simply represented as 'infinitives without -*n*.'

Other details may be introduced as they may be required in

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\*The second future does not deserve much practice during the first and second years. It is difficult and comparatively rare. At least in the case of the passive voice, the modal auxiliaries, and the subjunctives, the teacher ought to limit himself to five tenses.

reading. It is a fact of experience that the teacher will find the subjunctive to be one of the easiest parts of German grammar if he will only free himself from the burden of superstition connected with it in our text books, e. g., from the grotesque idea that *wäre* (which in all linguistic history never was anything else but a present subjunctive, as far as it denoted tense at all) is really a subjunctive of the preterit, but mysteriously used for the present; or the misunderstanding that the "subjunctive of the present" (*sei*) denotes a wish that can be realized, while the "past subjunctive" (*wäre*) indicates that the fulfillment is thought impossible (as a matter of fact, all wishes in the living German language are expressed by the *wäre*-forms, i. e., by the real present subjunctive; the *sei*-forms occur only in solemn speech); or the fiction that the so-called conditional, which is nothing but the subjunctive of the future, is a special form of the verb (definition: the conditional is that form of the German verb which is permissible anywhere *except* in conditional clauses).

**24. DETAILED ELEMENTS** of grammar are chiefly the following: The forms of the articles, most facts of noun gender and noun declension, the endings of the verb, the principal parts of the verb, the conjugation of the modal auxiliary (with the exception of the "double infinitive," which had better be treated as a general principle), most prepositions, adverbs, conjunctions, numerals, etc. As stated above, the teacher must carefully direct the students' attention towards the careful observation of those forms, and wherever possible should suggest their suitable classification. In the case of nouns and strong verbs it is advisable to have the students write on special pages of a separate notebook all new nouns and all strong verbs occurring in reading, arranged by classes. It is, of course, not essential for a student to know, for instance, whether a verb belongs to class three or one or seven, but he must be able to give the correct forms and to connect them mentally with other words of the same group that he learned before that.

A grammatical note book will be found to be a valuable device. It should be a booklet of some twenty or thirty pages, into which the student has to enter, in a special, definite arrangement, facts like these: Nouns of each gender and class, as they may occur in reading—filling one page with each kind; one page of weak verbs, the bottom of the page being devoted to the irregular weak verbs, and

one page each for each class of the strong verbs; prepositions of each individual group, given in whole sentences, as occurring in the text; the first twenty relative clauses occurring, sentences with the indirect discourse, etc. The last five pages may be devoted to idioms, expressions pertaining to the conduct of a recitation, and similar material. A booklet of this kind is in preparation for the German Department of the University of Texas.

25. THE USE OF ENGLISH in the teaching of grammar should be reduced to a minimum (compare 16); in fact, it is extremely doubtful whether there exists one single grammatical principle which cannot be taught at least as effectively in German as in English. Inductive teaching, after all, means nothing but that the material must be presented to the students in such a form that they can draw their own conclusions. Intrinsically, it is rather unimportant whether the ten or fifteen sentences representing the whole of grammatical theory necessary in the study of German are mastered in German or in English, but the use of the students' mother tongue, unfortunately, is only too often a temptation for the teacher to fall into one of a teacher's worst mistakes, namely, to talk too much. Experienced, thinking teachers must admit, that there are exceedingly few things in German grammar which really need a theoretical explanation. The shorter that explanation is, the more impressive it will be. For instance, in the formation of the perfect and pluperfect, said to be a difficult chapter of grammar, it is entirely sufficient to develop *one* German sentence: *Bei Intransitiven Verben der Bewegung und Veränderung steht "sein"—bei allen andern steht "haben,"* and to have the student state this sentence on frequent occasions. In theory, the writer does not oppose the use of English in the elementary teaching of German grammar, but in practice he should like to see it replaced by German wherever the latter is just as clear, brief and impressive—and in his opinion this is always the case.

26. PARADIGMS have but little value for the actual use of correct forms, and the students' minds and note-books should not be overburdened with them. They are not worthless, however; they represent the concentrated systematizing of the material gained through inductive teaching, and therefore they should be treated, not as a device for the *practice* of forms, but as an assurance of the students' understanding them. E. g., after the general principle for the declension of adjectives has

been evolved, it is valuable "to take stock" by constructing and reciting a few paradigms—giving a comprehensive view of the field; after that has been done in class, it is well to assign a few paradigms for written home work. But after that, complete paradigms of adjective declension should not be called for, except perhaps at the occasion of a formal review. The teacher should not forget that the correct use of grammar cannot be learned even by thousands of spoken and written paradigms, but only by practice in connected speech.

There is a certain type of grammatical exercise books which require the students to fill in hundreds and thousands of blanks, forming paradigms (especially of verbs). This is a stupid pedagogical blunder. It has nothing in common with grammatical note books as recommended above. Those note books should not be misused for the writing of paradigms, but only for the collection of such grammatical facts which, more or less, represent an addition to the students' vocabulary, in the widest sense of the word, being taken from their actual experience in their daily reading and speaking.

**27. ARRANGEMENT OF WORK.** In modern books, each important grammatical chapter is embodied in a special text. It should be treated in intimate connection with it. If a new general principle of any importance (especially the compound tenses, the passive voice and the subjunctive) appears in the new text, the preparation (19, 1) should be preceded by an inductive grammar lesson (object teaching, 21), but the grammar should not be assigned yet. During the work in reading (19, 2), the new grammar material should be further explained as far as may appear necessary, and some preliminary practice is held; the corresponding theoretical chapter in the text-book is assigned for study in such a way that, by agreement, the assignment "*Ueben Sie Text x*" is understood to contain this grammar assignment (and a written assignment as directed in section 29). While the text is practised with closed books (19, 3), the result of this theoretical study is tested by a thorough practice of the new forms or principles; the assignment for the next day ("*Lernen Sie.....*") should, also as a matter of agreement, contain some written drill on this new material, as contained in most text-books.

**28. ADVANCED GRAMMAR.** Many teachers introduce a new grammar text-book for advanced work. This has hardly any advantages, but very many disadvantages. There is no pedagogical justification for a chance of tex-books—unless the

text-book for the first year happened to be such an uncommonly poor one that teacher and class are "sick" of it. In general, the same grammar should be retained throughout the whole course of three, or even four, years; at the utmost, some book for grammatical reference (*Bernstorff*, Handbook of German Grammar, Ginn & Co. is quite convenient for this purpose) may be used. There is no sensible reason to believe that the correct use of grammar will be improved by reading and studying the same statements in different words and different arrangements. Besides, it is very doubtful, whether there is even *one* German grammar published in this country which does not contain enough material for a three or four-year high school course, aside from minor details occurring in later reading, which are usually explained in the notes of advanced texts. This should, incidentally, be understood as a warning against burdening the students with an unnecessary amount of grammatical details. There is no justification, for instance, in requiring them to memorize rules of gender, rules for the membership of the second and third classes of the strong declensions, or for the weak declension, lists of prepositions with the dative (a partial list, containing the six or seven most common prepositions—perhaps *aus*, *bei*, *mit*, *nach*, *seit*, *von*, *zu*—may be learned), or with the genitive, etc. It would be a laudable undertaking for any future grammar of German to cut down the traditional amount of rules to less than one-fourth. As long as—for certain practical reasons—such a book does not exist, the teacher, himself, may safely omit from one-half to five-sixths of all rules contained in the text-book.

The grammatical practice in advanced work should consist in calling the students' attention to grammatical peculiarities that have not occurred before, and in remodeling sentences with a view towards practicing the forms of verbs, the endings of adjectives, plurals, etc.; especially sentence synopses, i. e., the rendering of a sentence in the five or six tenses (compare 23 e\*) are very useful because they are apt, at the same time, to produce an acoustic feeling for correct word order.

Many elementary and intermediate texts contain suitable exercises for advanced grammar and for grammar review (which will be found necessary at the beginning of *every* year); es-



pecially the two latest editions of Immensee, by Purin and by Burnett, are excellent in this respect. All grammatical drill contained in these text-books should first be taken up orally, and then assigned for writing. In general it is advisable to devote one or even two periods a week to grammar exclusively. During the second year, the completion of the grammatical text-book and the review of the first year's work will form the basis during the first half of the year. After that, the exercises in Immensee or some similar book will be found advantageous. In the third year, a very simple composition book (Boezinger's *Mündliche und schriftliche Uebungen*, Holt & Co., deserves recommendation) will form a guide for an initial grammar review. Later, a page, or half a page of the reading text should be assigned for special grammatical practice once a week, to be conducted orally on Friday, and to be handed in in writing on Monday. Suitable exercises are, for instance: To change all sentences in that passage to the plural; to add adjectives and relative clauses to every noun; to change every sentence in regard to tense and voice; to change sentences from the simple assertive form to the indirect discourse or to the expression of a wish, and so forth. Wherever a fourth year of German is offered, the grammar work should be essentially the same as that of the third year, with the exception that it should be more difficult in general, and that a more advanced composition book (offering also translations from English into German) should be used.

## VII. WRITTEN WORK

### 29. PURPOSE AND MATERIAL OF WRITTEN WORK.

There can be no doubt of the great value of written work. It assists the memory in the retention of forms and words. It sharpens the reasoning power for the selection of correct grammatical terminations, and it enables the teacher to test and practice certain elements of knowledge with the whole class simultaneously, instead of individually. But these advantages are superseded by still greater disadvantages if material and method are poorly adapted. First of all, translation from English into German (and vice versa, of course) is worse than useless in elementary work. Especially during the first year it is very harmful because it emphasizes the correspondence between English and German instead of obliterating it. Furthermore, grammatical drill of a mechanical nature (paradigms, etc.), if carried beyond a very narrow limit, is unsuitable material for written exercises, as has been said in section 26.

Useful written work consists in the following:

(a) German answers to German questions relative to the texts read. It is self-evident that in elementary work these questions must follow the text very closely, so that the answers represent a slightly modified paraphrase of the printed model. In more advanced work, the questions are to be more comprehensive, and the answers more independent, so that, grammatically, they assume the nature of small compositions on certain details of the text.

(b) In the third (and fourth) year; a moderate amount of rather independent composition is advisable. At first, this should consist in written reproductions of stories told by the teacher; with sufficiently easy material, such reproduction may even be beneficial in the first and second years. Later, prose renderings of simple poems of a strictly narrative character, descriptions of objects, places, buildings, occurrences of daily life, etc., may be added, but they should always be of a distinctly concrete character.

(c) Translation from English into German is absolutely

objectionable during the first two years. In the third year, a small amount (perhaps one composition a month) may be assigned in the case of an uncommonly proficient class, but in general classes cannot be expected before the fourth year to have their *Sprachgefühl* developed sufficiently that translation may be expected not to confuse it. There is no doubt but that it is an excellent means of developing certain niceties of style, but unless the class has had good, sane instruction during the first three years, it would be better not to make any attempt at translation.

(d) Grammatical drill, especially in the first and second years, of such a kind as suggested in the majority of text-books, will be found beneficial in certain respects, as explained in sections 26-28.

**30. FORM AND CORRECTION.** In modern language work almost more than anywhere else, a careful form must be insisted upon. First of all, demand note-books instead of loose sheets. The latter are one of the most regrettable features in American schools. Note-book work is of a relatively permanent character and therefore apt to be done somewhat more carefully; besides, it is more readily accessible for the purposes of a review. All assignments must be written in pen and ink, carefully, and in note-books, and all written work must be corrected by the teacher. This correction, however, must not consist in the teacher's substituting correct forms for wrong ones, but all errors should merely be *marked* with red ink, and the students should be compelled very strictly to correct *all* errors on the *margin* (a note-book without a margin is useless). The teacher should not consider any assignment complete, before all corrections have been made. Where help in this direction is necessary, he should try to render it outside of class, as far as his time will permit, instead of wasting a considerable portion of the valuable time of the recitations on the correction of mistakes. If the book exercises are so difficult that the students need very much assistance for correction, the last recitation of every week may partly be sacrificed for this purpose, explanations being given in English in such emergency work.

A warning should be given here against the over-rating of corrections on the part of the teacher. Whatever you do, do

not consider the fight against grammatical errors the task and acme of your life. Correct them where time and occasion justifies, namely in reading, practice, and written work. Correct them carefully and frequently enough to justify the assumption that they will not be repeated too often in the future, but do not forget that, after all, your duty is first of all an affirmative, and not a negative one: first of all, train the pupils *to do things*—it is better for them to make almost any number of mistakes in a German sentence, than not to be able to speak or write it at all. When you do have to correct, therefore, do not emphasize the mistake that has been made, but impress the correct form instead; have the offending student repeat it (several times, if necessary) and make sure that it is understood clearly and retained firmly.

31. THE USE OF THE BLACK-BOARD. Whatever the use of the black-board in mathematics, etc., might be—in modern language work its value for the *teacher* can hardly be overstated, while black-board work on the part of the students is almost always a wretched unpedagogical performance. First of all, it wastes time; but it also produces direct harm: if left uncorrected, it is apt to spread mistakes which otherwise might have been restricted to the students who originally made them. But even if it is corrected very carefully (whether this is done by the teacher or by students makes but little difference)—every mistake made before the eyes of the class raises an alternative and causes uncertainty in the minds of many students for a long time to come. The most elementary principles of pedagogy require that mistakes should not be exhibited for the observation (and, incidentally, imitation) of the pupils, but should be suppressed by neither showing nor repeating them publicly—they should be quarantined, as it were. Sad as it may be, there is no other pedagogical way to correct written work, but by tedious marking on the part of the teacher, and painstaking correction at home or during the study period, but not during the recitation—on the part of the students. There is no imaginable situation in modern language work, under normal conditions, where it would seem advisable, or even permissible, that the students should write any part of their assignments on the black-board.

On the other hand, the teacher should make liberal use of

the black-board. In the inductive teaching of grammar, he should present the new material on the black-board as clearly and systematically as he can. Wherever the material is rather copious, e. g., in the case of the subjunctive, or the declension of the adjectives, it is advisable to sketch the arrangement of the black-board work on paper before the recitation. In preparing new texts, the new words should be written on the board (in phonetic script, if that has been used), in proper arrangement, and with their grammatical characteristics. Primitive drawings are of the greatest value both for grammar and reading. Whether the teacher "can" draw or not does not make the slightest difference; a short vertical line is sufficient to indicate a man, or a tree, or a tower, in an emergency, a house consists of four or five lines, a field of grain of a long horizontal line with many short, slanting lines on top of it, and so forth. Every teacher must by all means be able to draw a rough outline map of Germany, and Kullmer's excellent scheme (Kullmer, *A Sketch Map of Germany*, Kramer Publishing Co., Syracuse, N. Y.) makes this easily possible even for those teachers who do not possess the remotest talent or practice in this direction.

32. DICTATION is a very good subsidiary means of instruction during the first year. Its value is greatest where phonetic script is used. Where that is the case, it ought to be practiced for a few minutes every day during the first two or three months, and at least once a week (both for phonetic script and for common spelling) during the rest of the year. It is neither necessary, nor even advisable for the teacher to correct these dictations (which, as an exception from the injunction given above, should be written on loose leaves); they are not the result of careful thought, as all written work otherwise should be, but merely represent the momentary reproduction of the teacher's words. But the teacher should glance them over to gain a general impression of the pupils' proficiency.

In advanced work, dictation may frequently, in place of printed lists of questions, form the basis for written home work. The teacher dictates a few questions pertaining to the text, and the students answer them at home. A valuable variation of this practice—not dictation in the strict sense of the word—consists

in the teacher's asking questions orally which are immediately answered by the pupils in writing.

33. GERMAN SCRIPT is a difficult problem which the writer does not attempt to solve conclusively. It has many ardent advocates and many uncompromising enemies both here and in Germany. It may be considered certain that in our high school instruction it has no *practical* advantages. Nearly all Germans can read and write English ("Latin") script as well as German script—in fact, they will read English script ten times more easily than that brand of German script which is written by ninety-nine per cent of all American students (and teachers?) who are using it. Their own German script usually embodies such different habits of writing that in many cases even students who are using German script habitually will be utterly unable to decipher it, even though the hand-writing be decidedly good. On the other hand there *may* be pedagogical advantages. The opinion is sometimes expressed by excellent teachers of German that German script (and German print) are of decided value as substitutes for a phonetic transcription. They claim that there is less danger of pronouncing letters like *v*, *w*, *s*, *z* (notwithstanding the identity of the script forms in this last case) with the English sound values, if, from the very outset, every word is written in German script. There may be much truth in that contention, and teachers who are not inclined to use phonetic script, might perhaps try that plan. Besides, it must be admitted that the use of German script often adds a feeling of completeness of attainment; even where phonetic script has been used, it might, for that reason, be introduced in the second year. However, if it is worth teaching at all, it is worth teaching well. Most teachers who use and teach it, cannot write it themselves, using, for instances, those unbearable, broad shapes of *a*, *v*, *w*, *r*, *e*, *g*, *q*, *y*, and that well-known misproportion of the sizes of letters (the ratio of German *f* to *e* must be like 5:1, not 3:1, as frequently in English script. If, therefore, you wish to use German script, be sure that you can write it properly yourself, and teach it carefully and thoroughly.

On the whole, while admitting certain advantages of German script, the writer is pessimistic about it. He does not think that the results usually obtained are worth the trouble.

## VIII. THE COURSE OF STUDY

**34. GENERAL CONSIDERATIONS.** Courses of study must necessarily differ according to the method and quality of teaching. Since we are, at present, undergoing a process of **rapid transition** as far as the methods of modern language teaching are concerned, it is clear that no course of study can be proposed that will meet widely divergent conditions. The course of study suggested in this chapter is intended exclusively for those schools where the direct method is used as outlined in this booklet, or approximately so. The following points must be emphasized: Reading stands in the center of instruction. In order to insure a reliable and fluent reading knowledge, attention during the first year or two is centered on the development of *Sprachgefühl*. During this time, as far as quantity is concerned, the amount of reading is much smaller than is usually the case with the translation method. But whatever is read is thoroughly digested. After the second year, however, a strong enough foundation has been laid to read rapidly without endangering thoroughness. For these reasons, the misproportion that might seem to appear in the following suggestions for elementary and for advanced work, is only an apparent one. After the second year, the work naturally decreases in intensity, but increases in extensity.

**35. THE FIRST YEAR.** The great majority of high schools attempt to finish all of German grammar in the first year. With the elementary text-books at our disposal at present, this is utterly wrong. Every single one of them contains too much material for one year—not so much, perhaps, as far as the vocabulary and the exercises are concerned, but certainly in regard to the wealth of grammatical facts. For the average text-book it may be said that about two-thirds or three-fourths of it may conveniently be covered in the first year, but at least the compound tenses of the passive voice and the modal auxiliaries, together with the subjunctive, should be left for the second year.

A general statement, whether a reader should be used in the first year in connection with the grammar, is quite impossible.

Everything depends entirely on the amount of reading material contained in the grammar. It may be roughly estimated that sixty pages of reading represent an ample amount for the first year, together with the practice work suggested on the preceding pages. If your grammar contains much less than forty pages of connected reading for those parts of the grammatical material that you intend to cover during the first year, a reader will be advisable. It should be introduced about the middle of the year and used twice a week, in the way suggested in the chapter on reading. The best readers are those that are arranged grammatically (i. e., in such a way that each text embodies practice material for a certain part of grammar) because they are the best basis for a review of grammar which can very conveniently start at about the time when the reader is introduced. Readers of this kind are especially Prokosch's *Lese- und Übungsbuch* (Holt & Co.), and Walter-Krause, *First German Reader* (Scribner). Only so many pages of the reader should be used that the whole amount of reading does not exceed sixty pages very materially.

**36. THE SECOND YEAR.** Under all circumstances, a review of the first year's work will be necessary. It is, however, not the best thing to devote to this review the first weeks exclusively, nor to base it on the grammar text-book studied in the first year (except, of course, as far as the mere theory of grammar is concerned—compare 28). We suggest that three hours a week be devoted to the reader and the grammar review, and two hours a week to the new grammar material, not covered the first year. For each of those three hours a definite review assignment should be given. If the reader was read, in part, during the first year, it should, nevertheless, be taken up from the first on, insisting on careful work on every text, even though, for some time, the material is familiar. Of course, under such circumstances the preparation (19, 1) should be omitted until you come to new material. About in February, the grammar will probably be finished, and at the same time you should be through with the reader. If it contains more material than you can cover by the time you finish the grammar, omit sufficient portions of it. During this time, you should not cover more than sixty pages of connected texts from the reader, in



addition to the reading material in your grammar. The second semester should be devoted to one continuous text and to some poems and songs. (It goes without saying, that during the whole course poems should be memorized wherever opportunity offers; a minimum of one poem a month may be suggested). As to the first, German instruction is, for various reasons which should not be discussed here, in a sorry plight. Nine-tenths of the material offered in our publishers' catalogs for elementary reading of the second year, is not worth the paper it is printed upon. After all, notwithstanding some objections even in this case, Storm's *Immensee* is probably the best text—a strong reason in its favor being the fact that several excellent editions of this book follow the plan of the direct method (see 28). If, in addition to *Immensee* or some similar text, you read about thirty or forty pages of poems (we recommend Roedder-Purin, *Deutsche Gedichte und Lieder*, Heath & Co.) you have done all that can reasonably be expected during the second year. As to the arrangement of work, we suggest that Monday, Wednesday and Thursday (or, Tuesday, Wednesday and Thursday) be devoted to the prose text, Tuesday (or Monday) to the poems, and Friday to grammar and composition as outlined in the respective chapters.

**37. THE THIRD AND FOURTH YEARS.** One hour a week—preferably Friday—ought to be given to grammar consistently. The other four hours belong to reading, and from now on the quantity may rise rapidly. The third year should start with assignments of two pages a day until the evil effects of vacation time have worn off, and then the number of pages should be increased to about five pages at the end of the year. The fourth year may start with four pages but proceed up to seven or eight pages for each recitation. It is self-evident that it will be impossible to read all of this in class. Considerable portions, as time may require, must be covered by comprehensive German questions and answers. Also, in the case of difficult reading (especially poetry) a slower rate is advisable. But in general it may be said that, with occasional reviews, four hundred pages for the third year and six hundred pages for the fourth year are a reasonable amount, provided that the first two

years' instruction has been conducted on the lines suggested in this booklet.

38. OUTSIDE READING AND SIGHT READING are hardly of any value if our plan is followed. As to the first, it is, of course, true that much of the third and fourth years will in effect amount to outside reading because there will not be enough time to read all of it in class. But the teacher should not officially admit such a distinction, but treat all of the reading matter as equally important.—As to sight reading, this will be easy enough for a student in the third or fourth year if the material is not too difficult. But if it is easy enough there is no excuse for wasting the class time on it, and if it is difficult, it should not be taken up without preparation by the student; otherwise, it will undermine the thoroness of his work and easily cause some leaning toward translation instead direct understanding.

39. THE SELECTION OF BOOKS can, for various reasons, not be discussed in this booklet. The committee for the study of modern language teaching in the State of Texas will agree on certain recommendations in this regard. Only a few meager general suggestions can be given here. As to a grammar, pay attention first of all to the question whether it contains connected texts or isolated sentences. In the second case, it should be ruled out from the very start. Otherwise, consult your own taste as to the quality of the texts; it is essential that you and the students like them. Another factor of importance is the question, whether the beginning lessons have a sufficient amount of object teaching to allow the development of a beginning vocabulary without the intervening of English translations. The number and quality of questions pertaining to the texts; the kind of grammatical exercises (English sentences for translation are worthless and ought to be omitted wherever found); and the clearness of presentation of the grammar material, are also to be considered. Whether the theoretical grammar is given in German or in English, is of minor importance, since it belongs to home work, not to class work. But a few succinct German statements are desirable, tho not necessary.—With the reader, the first consideration should be the question of its adaptability for grammar review; good taste, the second.—For more advanced reading, the publishers' catalogs contain graded lists which, in most cases, are

quite reliable as to the difficulty of the texts. In the case of a three years' course we should not recommend the reading of any drama, and in no case would we be in favor of any of the numerous recent texts dealing with traveling in Germany, etc., because every single one of them is badly written. (Evans' *Charakterbild von Deutschland*, Heath & Co., does not belong to this category; it is a good book, but should not be taken up before the fourth year.)

40. ADAPTATION TO CIRCUMSTANCES. Many teachers would like to use the direct method, but are hampered by the necessity of using some obsolete elementary text book. Obviously, it is out of the question to use the direct method in advanced work when the grammar and translation method was used to futilize the efforts of the first and second years. It is, however, possible, tho not quite easy, to connect the main principles of the direct method with any book on the market—by using it chiefly for reference and home study, while the class work is based on an elementary reader. If you wish to shoulder the burden of such an effort, devote the first six weeks to object teaching entirely (see 11 and 14). The home work for the students should consist in writing and studying German answers to German questions, which are either dictated or written on the blackboard, if the school has no facilities for mimeographing or hectographing them; in the latter case, the first six or eight pages of some modern text book can be manifolded.—After the sixth week, an elementary reader with grammatical arrangement is introduced, and its texts are treated in exactly the way proposed for the texts of the grammar text-book(21). The written work is based on the reader, instead of the grammar, but with each new text an appropriate grammatical chapter is assigned for study, so that paradigms and rules are studied from the grammar, but the isolated sentences are left untouched. It will depend on the character of the book whether you can use its grammatical drill work, or whether you will have to supply this with the help of a modern book. It is not known generally enough that publishers are exceedingly liberal in regard to putting copies of their books at the disposal of teachers for the purpose of *bona fide* inspection. Teachers should make use of this convenience to become acquainted with

many text books. Even the poorest book often has some good point from which they may learn.

Unfortunately, it must be admitted that there are conditions where no amount of adaptation will permit the main principles of the direct method to be carried out consistently. Such conditions are generally the fault of some principal, school board, or University that insist on the practice of translation and on an unreasonable amount of merely theoretical grammar. Where that is the case, i. e., where unreasonableness demands poor teaching, good results are obviously impossible. It is a regrettable fact that Universities are the worst sinners in this respect. By standardizing an absurd type of examinations, very many of them, thru the weight of their authority, compel high school teachers to conform with the demands of an ultra-conservative way of language teaching, the utmost failure of which has been clearly apparent for generations.

**41. ASSIGNMENTS.** All assignments must show clearly that the teacher has systematically mapped out the work for his class. From the first week of the year on, the teacher must know how much he intends to do, altho, of course, special considerations may at any time change his original intentions. Under all circumstances, however, he must know what he intends to do in any given recitation and have decided beforehand what the assignment is to be. It is best to write it on the blackboard at the very beginning of the recitation, using a very definite form, as for instance, the following: *Lesen Sie Text 11 und üben Sie Text 10*. This is to mean that text 11 is to be prepared in that particular recitation, according to 19, 1, but that text 10, which had been read before this, is assigned for "practice," according to 19, 3. The other assignments should read: *Lernen Sie Text x—Wiederholen Sie Text y*, and it should always be understood that the assignment *üben* includes written answers to the printed questions, and study of the corresponding part of grammar, and that *lernen* includes written grammatical drill work. Of course, the choice of a particular text-book will require a good deal of modification of the manner and meaning of assignments.

**42. EXAMINATIONS.** An examination, to be fair and characteristic, must faithfully reflect the method that the teacher

is using in class. There is no single element which will show so conclusively the quality of teaching as examination will.

As to the educational value of examinations as such, opinions may differ. At any rate, they exist and are prescribed nearly everywhere and must be taken into consideration as a fact. Manifestly, the usual type of examinations, consisting of some translation from German into English and vice versa, some paradigms, and a number of questions dealing with theoretical grammar (usually referring to unessential details) is out of the question for the direct method. It endeavors to implant *Sprachgefühl* during the first two years—the examination must test it; in later work, it makes use of this *Sprachgefühl* by extensive and intelligent reading—the examination must show the degree of the students' reading knowledge.—The catalog of the University of Texas contains tentative examinations for the work in German. The general principles are the following: After the first and second years, the examinations should consist (a) of a number of oral questions, to be answered either orally or in writing, which deal with such material as is used in object teaching, and with the contents of the stories read; (b) of the free reproduction of a relatively easy piece of narrative prose which is told in class, explained in German, and possibly repeated by questions and **answers**, (c) of grammatical practice work connected with the reproduced text.—The examination at the end of fourth year should contain similar questions of a more difficult nature, and, furthermore, test the students' ready reading knowledge by a suitable quantity of sight reading and free reproduction in German.

## IX. THE TEACHER

43. MENTAL QUALIFICATIONS. The very first thing that must be expected of a foreign language teacher, aside from those qualifications of character and attitude that are the same for teachers in all subjects, is a sympathetic understanding for the people and the country whose language he is teaching. A well known college teacher once said of himself: "I hate the French language; I detest the French people; and I loathe French literature. That's why I am teaching French." This was tantamount to condemning himself as a teacher of the lowest efficiency and contemptible character. Of course, it is true, and to be regretted, that emergencies of poor school management frequently compel a teacher to take charge of a class in German although he is neither prepared nor eager to devote himself fully to that work. Such conditions will be remedied with the cultural progress of our educational institutions.

Aside from his love for the language and the people, a teacher of a modern language, more than any other teacher, must have a clear consciousness of his aim at every step—for the whole course, for the year, for the week and the simple recitation. Knowing his goal, he must subordinate his means to the end, i. e., a conscious selection and thorough mastery of the method that is best adapted to the circumstances is an indispensable requirement—more indispensable, in fact, than even a thorough knowledge of the language that he is teaching. To learn a language means to acquire a skill, not a knowledge; if a student, say, of history, through carelessness, illness, or the like, loses a certain part of the course, this need not necessarily impair his general knowledge of history. In foreign language study, however, even more so than in mathematics, any gap in the student's work will be a serious hindrance to his proficiency. The teacher, therefore, must be in constant accord with the class, must know to a nicety at every step to what extent the class is keeping up with the requirements.

Deficiency in this requirement not only greatly curtails the instructional success, but is a great menace to discipline. Teach-

ers of modern languages, in a complete misunderstanding of their duties, often use haphazard conversational German, believe that it is at least an approach to the direct method if they use German exclusively—or almost so. The discussions of the preceding chapters should have made it clear that the teacher should use only such sentences and words which *must* be clear to the students either from the situation, or because they contain words and constructions familiar to them. To say, in the third or fourth week or month, *Welche Endung haben wir hier hinzugefügt?* or *Wie wird diese Form gebildet?* or *Was versteht man unter diesen Ausdruck?* instead of *Welche Endung ist hier?* *Was für eine Form ist das?* *Was heisst das?* is not only absurd, but it creates the impression on the part of the students that they need only *guess* at the meaning of the teachers' words since an exact understanding of every word is impossible for them anyway. In the course of time, however, they recognize the futility of their efforts in guessing, become discouraged, and lose interest—which is the first step to a relaxation of discipline. This assertion is substantiated by the fact that poor discipline is especially frequently found with those teachers of foreign languages who know the language very well, but who attempt to use some pseudo-direct method without knowing its real meaning.

The direct method is consistent and careful enough to demand exact knowledge and steady work on the part of the students. Where this is the case, discipline will not fail.

**44. PHYSICAL QUALIFICATIONS.** In this point, too, more must be expected from a teacher of foreign languages than from other teachers. His pronunciation, in the widest sense of the word, must be faultless. It is necessary, not only that he has mastered the individual sounds and the intonation of the foreign language. He must habitually (at least in class) speak loud (not too loud), distinctly and slowly, but without isolating the words. He must be able to read fluently and with good expression. His hearing must be acute enough not only to detect immediately every grammatical or phonetic mistake, but he must also be able to indicate the physiological cause of a mistake of pronunciation; the latter, of course, is impossible without a knowledge of phonetics. If he has musical and

dramatic abilities, so much the better, although, of course, it would be going too far to demand all of these qualifications from every single teacher of German—the demand would be far greater than the supply.

**45. PREPARATION.** In Germany, a teacher of modern languages in secondary schools has the following preparation: A complete college course leading to the Abiturium which is nearly an equivalent of the A. B.; a four or five years' graduate course, ending with a very rigid state examination and, frequently, with the Ph.D.; in most cases, one or several years of a stay in the foreign country whose language he is teaching; in all cases one "Seminarjahr," i. e. one year of pedagogical training under the direction of an especially experienced educator. Of course, we are very far from any such requirements as these. The Modern Language Association of America is endeavoring at present to come to an agreement on realizable standards for foreign language teachers in secondary schools under present conditions. The committee appointed for this purpose has not reported as yet, but meanwhile, considering conditions of our state, the following minimum demands may be made: A teacher of German in a secondary school should have not less than four years of college German, or its equivalent. This is sufficient if the teaching followed the principles of the direct method; otherwise, even six years are insufficient. Teachers whose preparation is below this standard need not despair, however, but they should bend every effort to remedy their deficiencies by private work.

Among the college courses, there ought to be one course in the method of teaching German, one course in phonetics, and one course in German historical grammar, which is indispensable to an intelligent understanding of modern German grammar, and of the relation between English and German. Some of the work of the third and fourth years must be devoted to German literature, and, finally, some knowledge of German geography and history is to be insisted upon.



## X. LESSON SKETCHES

*(As an illustration to some of the points discussed in the preceding chapters, a few lessons are briefly sketched here. Of course, they are not to be understood as complete representations of recitations, but as mere outlines which must be amplified as circumstances may require. In order to avoid the constant transition from English to German and vice versa, which is objectionable from an esthetic viewpoint, German is used in these sketches exclusively).*

46. DER ANFANG DES ANSCHAUUNGSUNTERRICHTES (Zweite Stunde des Jahres; das Heftchen phonetischer Umschrift, das die deutsche Abteilung der Universität Texas herausgegeben hat, ist zugrunde gelegt).

Lehrziel: Einübung der deutschen Dentale mit gleichzeitiger Einführung in den Anschauungsunterricht. Voraussetzung: Kenntnis der deutschen Vokale. Phonetische Schreibung sollte gebraucht werden, doch muss in dieser Schrift aus technischen Druckrücksichten davon Abstand genommen werden.

A. Wiederholung. Der Lehrer liest (entweder aus dem Buch oder aus dem phonetischen Heftchen oder von der Wandtafel) zuerst die fünf langen und kurzen Vokale in beiden Richtungen des Vokaldreieckes und lässt sie dann von der Klasse im Chor und von vier bis sechs einzelnen Schülern lesen. In englischem Gespräch mit den Schülern werden noch einmal die Artikulationsstellen der Vokale und die Wichtigkeit der Gegensätze, besonders zwischen lang und kurz, hervorgehoben. Dann liest er, und nach ihm die Klasse, und endlich einzelne Schüler, die Musterworte für jeden der Vokale.

B. Phonetische Erklärung. Der Lehrer zeichnet eine einfache Skizze der Artikulation des deutschen und des englischen *t*, *d*, *n*, *l* an die Tafel und macht auf Englisch darauf aufmerksam, dass im Deutschen viel weiter vorn artikuliert wird als in Englischen. "*In German, the tip of the tongue must touch the upper teeth.*" Das sind meine Zähne, das ist meine Zunge (zeigt entweder an sich selbst oder an der Tafel, oder, am besten, an beiden). Zunge an die Zähne! *t-d-n-l*! Sprechen

Sie das alle! (Schreibt an die Tafel und spricht): die, dick, dehnen . . . tief, mit, Tee . . . nie, nehmen, nennen . . . Lied, litt, Lilly, Tilly, Willy . . . (Alle Beispiele des Buches oder Heftes werden zuerst vom Lehrer, dann von der Klasse, dann von einzelnen Schülern gesprochen).

Der Lehrer erklärt—auf Englisch—die Aussprache des deutschen r (es ist unbedingt Zungenspitzen r zu lehren): Sprechen Sie z (stimmhaftes s ist gemeint)—zzz—sprechen Sie zzzr (*try to roll the r—the tip of the tongue vibrates*—bei einigen Studenten wird dies schon jetzt gelingen)—zzdr—zzr—zzrr—rrrr. (Bei den meisten Schülern wird dies zum Ziel führen; genügt es nicht, so lässt man es einstweilen dabei bewenden).

#### C. Anschauungslektion.

(Der Lehrer zeigt auf die Objekte, von denen er spricht; jede Frage ist vier—bis fünfmal zu stellen und zu beantworten.)

Das ist ein Zimmer. Der Boden ist oben. Das ist die Decke. Die Decke ist oben. Wo ist der Boden? Wo ist die Decke? Was ist oben? Was ist unten? Ist die Decke oben oder unten? Ist der Boden oben?

Das sind die Fenster. Die Fenster sind an der Seite. Wo sind die Fenster? Ist die Decke an der Seite? Sind die Fenster oben oder unten? Was ist an der Seite?

Die Tafel ist an der Wand. Was ist an der Wand? Wo ist die Tafel? Ist die Tafel oben? Ist die Tafel an der Seite?

Ebenso zu behandeln: Das Pult vor der Tafel. Die Feder ist auf dem Pult. Die Kreide ist auf dem Pult.

Ueber die Formen des Artikels wird vorläufig noch nichts gesagt. Selbst etwaige Fragen des Schülers darüber werden nicht beantwortet. Man sagt einfach: *You will hear that later.* Sie hören das später. Recht oft gehe man auf die ersten Fragen zurück. Alle Fragen sind langsam und deutlich zu sprechen, aber rasch nach einander zu stellen. Jedes Wort wird an die Tafel geschrieben, wenn es das erste Mal vorkommt, etwa in dieser Form: Das ist ein Zimmer. Der Boden—unten, die Decke—oben. Die Fenster sind an der Seite. Die Tafel—an der Wand, usw.

D. Aufgabe. Die Schüler haben alles mitgeschrieben, was der Lehrer an die Tafel schrieb. Der Lehrer schreibt nun noch an die Tafel die folgenden Fragen (wenn er nicht Text und

Fragen mimeographiert verteilen kann, oder die Klasse das phonetische Heftchen besitzt): 1. Was ist das? 2. Wo ist der Boden und wo ist die Decke? 3. Was ist an der Seite, und was ist an der Wand? 4. Was ist vor der Tafel? 5. Was ist auf dem Pult?

Die Aufgabe wird diesmal noch nicht zu Anfang der Stunde, sondern erst am Ende, u. z. auf Englisch, gegeben. Sie heisst:

1. *Read ten times, copy, and re-read the whole lesson.*
2. *Copy the questions and answer them in writing.*

#### 47. DIE PRAEPOSITIONEN MIT DATIV UND AKKUSATIV.

Lehrziel: Einübung des Gebrauches des Dativs und Akkusativs bei den Präpositionen *an, auf, in*, usw. Vorausgesetzt ist Kenntnis der ersten sieben Lektionen in Prokosch's *German for Beginners*. Zugrunde gelegt ist die achte Lektion in diesem Buche. Diese wie die meisten anderen Stunden sollen mit einer phonetischen Vorübung (13) beginnen.

##### A. Wiederholung (Präsens regelmässiger Verba).

(Lehrer hebt und senkt die Hand). Was tue ich? Sie heben die Hand. Sie senken die Hand. Hebe ich die Hand oder senke ich sie? A, heben Sie die Hand! B, was tut A? A, senken Sie die Hand! Was tun Sie (Ich senke die Hand). Heben Sie alle die Hand! Was tun Sie? (Wir heben . . . ) A und B, heben Sie die Hand! C, was tun A and B? Diese und ähnliche Fragen sind zuerst von einzelnen Schülern und dann zum Teil im Chor zu beantworten. Hierauf wird das übrige Material von Text VII ebenso behandelt—mit geschlossenen Büchern. Endlich wird Text VII zuerst vom Lehrer und dann von einzelnen Schülern vorgelesen.

##### B. Anschauungslektion.

Ich stehe an der Tür. Wo stehe ich? Ich gehe an das Fenster. Wohin gehe ich? Ich stehe jetzt am Fenster? Wo stehe ich? Gehen Sie an die Tür? Wohin geht A? Wo steht er jetzt?

Diese Feder liegt auf dem Buch. Wo liegt die Feder? Ich lege sie auf das Pult. Wohin lege ich sie? Wo liegt sie jetzt?

Die Präpositionen *an, auf, in* werden auf diese Weise behandelt und in zwei Spalten an die Tafel geschrieben, in dieser Weise:

WO (Ruhe)	WOHIN (Bewegung)
Ich stehe: an DEM Tisch	ich gehe: an DEN Tisch
an DER Tür	an DIE Tür
an DEM Pult	an DAS Pult

Die Ausdrücke *Ruhe* und *Bewegung* werden durch Ruhighalten und Bewegung der Hand erläutert.

Welcher Fall ist *dem Tisch, der Tür, dem Pult*? Es ist der Dativ.

Welcher Fall ist *den Tisch, die Tür, das Pult*? Es ist der Akkusativ.

Wann steht der Dativ, und wann der Akkusativ bei den Präpositionen *an, auf, in*? Der Dativ steht bei Ruhe (oder auf die Frage wo), der Akkusativ bei Bewegung (oder auf die Frage wohin).

Mit Hilfe des im Buch enthaltenen Materials (aber die Bücher bleiben geschlossen) werden die anderen sechs Präpositionen ebenso geübt. Dann wird die Liste an die Tafel geschrieben und durch Handbewegungen ihre Bedeutung noch einmal erklärt: *an, auf, in* bedeuten unmittelbare Berührung, *über, unter* vertikale, *vor, hinter* horizontale Richtung, *neben* und *hinter* Nachbarschaft. (Selbstverständlich sind diese Ausdrücke nicht zu gebrauchen, sondern sie sind nur durch Zeichen darzustellen). Die beste Reihenfolge der Liste ist die angegebene.

Machen Sie das Buch auf. Wir lesen Text VIII. Wir beginnen bei A. (Der Lehrer liest einen Satz nach dem anderen, und je ein Schüler bei A beginnend und dann durch die Reihen, liest den Satz nach, mit Beachtung der Satzmelodie. Nur die allerschlimmsten Fehler sind zu korrigieren.)

C. Aufgabe (zu Beginn der Stunde an die Tafel zu schreiben): Wiederholen Sie Text VII. Lesen und üben Sie Text VIII. (Während der Dauer des Anschauungsunterrichtes geht Lesen und Ueben stets Hand in Hand.)

#### 48. DIE BILDUNG DES PERFEKTS.

Lehrziel: Verständnis des Prinzips der Anwendung von *sein* und *haben* bei der Bildung des Perfekts.

A. Wiederholung. Schüler erzählen (nach vorheriger phonetischer Uebung) eine oder zwei der früheren Erzählungen—etwa Nummer XIX, Der Mäuseturm, und Nummer XX, Der Rattenfänger von Hameln. Text XXI, Jung Siegfried, wird

mit geschlossenen Büchern durchgeübt und dabei Gewicht auf die Anwendung der Adjektiv-Endungen gelegt; einige Adjektivparadigmen werden geübt. Zwar soll in der Regel ein Gedicht als Kunstwerk und nicht als grammatisches und Sprach-Material behandelt werden; bei dem rein erzählenden Charakter dieses Gedichtes aber ist eine Ausnahme berechtigt.

B. Induktive Grammatik-Lektion.

Ich öffne das Buch. Was tue ich? Sie öffnen das Buch.

Das Buch ist offen. Ich habe es geöffnet. Was habe ich getan? Sie haben das Buch geöffnet. Ich schliesse das Buch (ebenso).

Heben der Hand, Spitzen des Bleistiftes, schreiben (an die Tafel) usw. geben andere Beispiele ab. Die Perfekte werden untereinander an die Tafel geschrieben, das Wort *habe* wird gross geschrieben oder unterstrichen.

Ich gehe an die Tafel. Wo bin ich jetzt? Ich bin an die Tafel gegangen. Jetzt gehe ich an das Fenster. Wohin bin ich gegangen? Die Kreide fällt auf den Boden. Sie ist auf den Boden gefallen. Sie rollt von dem Tisch. Sie ist von dem Tisch gerollt. Die Kreide ist lang. Ich breche ein Stück nach dem anderen ab. Sie wird kurz. Sie ist jetzt kurz geworden. Ich ziehe die Vorhänge herab. Es wird dunkel im Zimmer. Die Vorhänge sind zu: Es ist im Zimmer dunkel geworden. Das ist ein Baum (an die Tafel zeichnen!) Der Baum wächst (durch Zeichnen andeuten). Er ist jetzt gross. Er ist gewachsen.

Die Beispiele werden in einer zweiten Spalte angeschrieben. Die Wörter *bin* oder *ist* werden unterstrichen.

Dies (zeigt auf die zweite Spalte) ist Bewegung (zeichnet einen Pfeil neben die Beispiele mit *gehen*, *fallen*, *rollen*). Dies (zeigt auf *werden*, *wachsen*) ist Veränderung, *change* auf Englisch. *Oeffnen*, *heben* ist auch Bewegung, aber diese Verba sind transitiv. Diese Verba (zweite Spalte) sind intransitiv. Was ist ein transitives Verb? Welche Verba haben im Perfekt das Hilfsverb *sein*? Intransitive Verba der Bewegung und Veränderung haben das Hilfsverb *sein*; bei allen anderen steht das Hilfsverb *haben*. Diebe stahlen ein Pferd. Was ist das Perfekt? Diebe haben ein Pferd gestohlen. Warum steht *haben*? Weil *stehlen* transitiv ist. Der Landmann reiste in die

Stadt. Perfekt? Der Landmann ist in die Stadt gereist? Warum steht *ist*? (Pfeil an die Tafel zeichnen). Reisen ist Bewegung. Der Glaser klagte. Perfekt? Der Glaser hat geklagt. Warum *hat*? Ist *klagen* transitiv? Nein, es ist intransitiv, aber es ist keine Bewegung.

In dieser Weise werden die Verba von ungefähr zwei bekannten Texten durchgenommen. Natürlich können im Anfang die Antworten nicht ganz glatt kommen, aber bis zu Ende der Stunde wird das Prinzip verstanden sein.

C. Aufgabe: 1. Lernen Sie Text XXI. 2. Verwandeln Sie jedes Verb in Text XV ins Perfekt (schriftlich). Es muss der Klasse gesagt werden, dass das Verb *sein*, gegen die Regel, das Perfekt mit *sein* bildet.

#### 49. DAS PASSIV (einfache Zeiten).

Lehrziel: Einüben der Form des passiven Präsens und Verständnis des Grundsatzes, dass jedes Passiv Handlung ausdrückt.

A. Wiederholung. Text XIX wird "geübt" (nach 19, 3).

B. Induktive Grammatik-Lektion.

(Der Lehrer beginnt ganz langsam einen grossen Bogen Papier zu zerreißen) Ich zerreiße das Papier. Was tue ich? Sie zerreißen das Papier (mehrmals zu fragen). Was geschieht? Das Papier WIRD zerrissen. Was geschieht? Das Papier wird zerrissen. Hören Sie es, wie ich es zerreiße? Sehen sie, dass ich etwas tue?

In derselben Weise werden langsam, aber geräuschvoll, Fenster oder Bücher geöffnet, der Bleistift oder die Kreide wird gespitzt, die Hände werden (pantomimisch) gewaschen, das Haar wird gekämmt usw. Alles das muss den Eindruck erwecken, dass man jede *Handlung* (wenn das Verb transitiv ist—das ist aber noch nicht zu erwähnen) doppelt ausdrücken kann: im Aktiv und im Passiv. Die grammatischen Ausdrücke werden gegeben.

Ich zerreiße das Papier. Was geschieht? Das Papier wird zerrissen. (Reisst das Papier durch und legt die Stücke weit aus einander.) Das Papier ist entzwei—das Papier ist zerrissen. Ebenso: Das Fenster wird geschlossen—ist zu oder geschlossen; ist auf, offen oder geöffnet. Der Bleistift wird gespitzt—ist spitz oder gespitzt. Die Hände werden gewaschen—sind rein oder gewaschen. Frage: "Das Fenster wird geöffnet"

ist ein Passiv. Ist der Satz "Das Fenster ist auf" ein Passiv? Ist der Satz "Das Fenster ist offen" ein Passiv? Nein. Dann ist der Satz "Das Fenster ist geöffnet" auch kein Passiv. Denn "geöffnet" ist nur ein Synonym von "offen."

Der Ausdruck "quasi-Passiv" ist zu vermeiden. Er ist irreführend. Ebenso ist jeder Vergleich mit dem Englischen, sei es durch Uebersetzung oder wie immer, streng zu vermeiden.

Der Lehrer zeichnet durch ein Paar Striche ein Kornfeld. Er löscht langsam die eine Hälfte des "Korns" aus: Das Korn *wird* geschnitten (während er es auslöscht; löscht den Rest aus und sagt): Wie ist jetzt das Korn? Es *ist* geschnitten.

Mit ein wenig Nachdenken lassen sich noch zahlreiche Beispiele der Art (Hausbau, Baumpflanzen u. dgl.) bringen.

Ebenso wie in 48 werden viele Verba einer bekannten Erzählung ins Passiv übertragen.

C. Aufgabe: 1. Lernen Sie die erste Hälfte von Text XXIX. 2. Verwandeln Sie schriftlich jedes transitive Verb in Text XIX ins Passiv derselben Zeit. (Muss erst mit der Klasse durchgenommen werden).

#### 50. DER KONJUNKTIV.

Nur der konditionale Konjunktiv des Präsens und der vergangenen Zeiten ist in dieser Stunde zu behandeln.

Lehrziel: Verständnis des Gebrauchs und der wichtigsten Formen des irrealen Konjunktivs.

A. Wiederholung. Text XXIV wird erzählt, Text XXV geübt.

B. Induktive Grammatik-Lektion.

Da der "irreale" Konjunktiv gelehrt wird, so handelt es sich darum, negative Aussagen des Indikatives in affirmative Aussagen (Konditionalperioden) des Konjunktivs zu verwandeln.

Sind die Fenster auf? Nein. Es ist nicht kühl hier. Wenn die Fenster auf wären, wäre es hier kühl. (Wird in dieser Form an die Tafel geschrieben:

Es ist-nicht kühl — die Fenster sind-nicht auf.

Es WAERE kühl, wenn die Fenster auf WAEREN.

Der Lehrer hebt hervor, dass man für ist-nicht sagt "wäre," für sind-nicht "wären."

Ebenso mit "ich öffne" für "sind auf," und "warm"—"sind zu," "ich schliesse."

Ferner: Die Vorhänge sind nicht auf—es ist nicht hell; die Vorhänge sind nicht zu—es ist nicht dunkel. Ich habe keine Kreide—ich kann nicht schreiben (Wenn ich K. hätte, könnte ich schreiben. Ich spitze meinen Bleistift nicht, denn ich habe kein Messer.

Beispiele aus bekannten Texten: (Präsens) Der Hase sagte zu dem Fuchs: Ich habe kein Brot, darum bin ich nicht froh (Ich wäre froh, wenn ich Brot hätte). Das Wasser ist gefroren; wir können keine Fische fangen (Wenn das Wasser NICHT gefroren wäre, könnten wir Fische fangen). Das Pferd ist nicht dein, denn du weisst nicht, dass es nicht blind ist.

Sodann werden die Formen entwickelt: Zuerst wird an der Hand von *öffnete*, *spitzte* *gezeigt*, dass bei schwachen Verben der Konjunktiv des Präsens dem Indikativ des Präteritums gleich ist. Durch die Beispiele *könnte*, *hätte*, *wüsste* macht man auf Umlaut aufmerksam, und durch *schriebe*, *wäre*, *schlösse* wird gezeigt, dass starke Verba die Endung—*e* und, wenn möglich, den Umlaut haben.

Einige dieser Sätze (besonders aus den Erzählungen) werden dann ins Präteritum, Perfekt und Plusquamperfekt verwandelt, und es wird gezeigt, dass diese Formen im Konjunktiv gleichlauten: Ich habe das Fenster nicht geöffnet, darum ist es nicht kühl. Wenn ich das Fenster geöffnet hätte, wäre es kühl. Der Hase war nicht froh, denn er hatte kein Brot; er wäre froh gewesen, wenn er Brot gehabt hätte. Das Pferd hatte nicht dem Dieb gehört denn er hatte nicht gewusst, dass es nicht blind war. Wenn das Pferd dem Dieb gehört hätte, hätte er gewusst, dass es nicht blind war.

Aktive Beherrschung des Konjunktives ist erst nach weiterer Uebung zu erwarten. Diese wird vorläufig durch Lesen gewonnen. Es wird also Text XXXV vorbereitet.

C. Aufgabe. Lernen Sie Text XXV, lesen Sie Text XXVI.



## BIBLIOGRAPHY

The following brief list is, of course, far from being exhaustive. A rather complete bibliography is found in Handschin *The Teaching of Modern Languages in the United States* (U. S. Bureau of Education, 1913, No. 3) and in the books mentioned there on pages 134. This list merely attempts to mention those books that are so valuable for the teacher that he or his school library, should own them.

### A. METHOD:

Cutting-Münzinger, *The Teaching of German*, Holt & Co., (*in preparation*).

Rippmann, *Hints on the Teaching of German*, Dent & Co.

Sweet, *The Practical Study of Language*, Holt & Co.

Walter, *Englisch nach dem Frankfurter Reformplan*, Elwert, Marburg.

### B. PHONETICS:

Viotor, *Deutsches Aussprache-Wörterbuch*, Reisland (Leipzig).

Rippmann, *Elements of Phonetics*, Dent & Co.

Hemphill, *German Orthography and Phonology*, Ginn & Co.

Prokosch, *Sounds and History of the German Language* (*in press*), Holt & Co.

### C. GRAMMARS:

Sütterlin, *Die deutsche Sprache der Gegenwart*, Voigtländer (Leipzig).

Wilmanns, *Deutsche Schulgrammatik*, Weidmann (Berlin).

Curme, *A Grammar of the German Language*, Macmillan.

### D. GERMAN GEOGRAPHY AND HISTORY:

Kürschner, *Das ist des Deutschen Vaterland*, Kürschner (Berlin).

Ratzel, *Deutschland*, Grunow (Leipzig).

Einhard, *Deutsche Geschichte*.

### D. GERMAN LITERATURE:

Vogt & Koch, *Deutsche Literaturgeschichte*, Bibliogr. Inst. (Leipzig).

Kummer, *Deutsche Literaturgeschichte des 19. Jahrhunderts*, Reissner (Dresden).

Kluge, *Grundzüge der deutschen Literaturgeschichte*.

The report of the Committee for the Study of Modern Language Teaching in Texas Secondary Schools will contain a complete list of books that are recommended for school libraries.





